

LATIN NOTES

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Issued in the interests of teachers of secondary Latin and Greek

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No. 1

AN AUSPICIOUS CHANGE

By MILDRED DEAN, Supervisor of Latin in Elementary and Secondary Schools in Washington, D. C.

A change and a very welcome one was in the College Entrance Examination Board examination for two credits on June 20. The questions were sight translation of Latin, one paragraph, several Latin paragraphs to be read for comprehension with English questions to test the reality of the comprehension, and a paragraph to be written in Latin. No technical grammatical explanations were to be given, no forms to be written, it was merely a searching test of the understanding of the language.

The College Entrance Examination Board is to be congratulated upon its wisdom in taking this step. At one stroke it has removed from the examination everything that was mechanical, everything that could be crammed into an uncomprehending head, everything that was out of joint with the preparation of our pupils today. For we in the Latin curriculum are now the sole conservers of the tradition of grammar, and since we make the beginning of syntax, we need to realize that to do a good work we must lay our own foundation and construct carefully. By forcing complicated questions of sequence and other relations prematurely in the Caesar year, we defeat our own ends; while by emphasizing always the dependence of idea upon the exact relations of words, we can show the need for accurate observation in reading Latin and for careful combination in writing Latin.

This challenge the public schools will be able to meet. The actual picking apart and putting together of the language to make words and ideas correspond exactly, is delightful to our modern children. They are unwilling to memorize, find it difficult and frankly object to it. But there are other ways of acquiring the first declension, for example, than committing it to heart while not understanding its parts and their uses at all. By the time a Latin pupil has learned that there are such things as verbs and that some of them affect other words so that the endings become different even in English, he has also learned the endings *a* and *ae* for the nominative and those of *am* and *as* for the accusative, and he knows why they are different and when to use them. This slow but sure and rational method of getting the first declension may proceed for three or four weeks before the actual listing of the cases occurs. When the pupil finally confronts the completed paradigm, he sees something of which he understands all the parts. In fact he has added a grammatical continent to his world where before were abysmal wastes of ignorance. Any attempt to choke down the first declension without this preparatory survey of a sentence and its possibilities while looking at and using the different cases, is sure to result in disaster. This is the cause of the appalling losses in numbers reported in some places.

A continuation of this method leads us on into Caesar, making our tests always sight translation (or English questions on a Latin paragraph) and Latin sentences written on the spur of

the moment, of the type the class has been studying. Always before the class will be the questions, "What did Caesar really say? Can you prove it?" and "Can you say this in Latin? Did you really say what you meant to say?" To the present day child this type of work is perfectly reasonable, practical, and delightful; and he will cudgel his brains to keep up with the class under this regime, when memorizing is entirely scorned and rejected.

We should remember in this connection that he has been taught to despise memorizing. He has been told that memorizing something does not mean acting differently after you have memorized it, but that "learning" means that you can do something you did not know how to do before. Let us keep our class work carefully keyed by having the children observe a construction and then use it a dozen times in short phrases, until they have unconsciously memorized it.

With the help of this sensible alteration in Comprehensive 2, the course in Latin enters at last upon the ideals of the Classical Investigation Report. This is the genuine "functional approach" of that Report. At a time when every force in the public schools is driving towards just this practical kind of work, when doing the task has replaced memorizing things about it, we are granted this splendid opportunity. No one else is dealing with the parts of a sentence or the effects of words upon each other, although both of these things are interesting in a foreign language and important in the intellectual equipment of an adult in his own language. In Senior High Schools the English teachers are beginning to discover that only the Latin students seem able to improve their English writing, because they know the fundamentals of a sentence. If we take full advantage of this chance and readjust ourselves and our habits of assigning and hearing lessons, we shall interest our pupils, see them developing conscious power to translate from Latin and write in Latin, and enjoy having them report their increased ability in other studies.

APPRAISALS OF NEWER PRACTICES IN LATIN TEACHING

Quotations from an article by J. WAYNE WRIGHTSTONE of Teachers College, Columbia University, published in *School and Society*, Aug. 31, 1935

STANDARD PRACTICES OF TEACHING LATIN

The standard practices of teaching Latin may be briefly described as the textbook method. After a very brief introduction to the language, the pupil is given a Latin textbook containing progressively arranged lessons in grammar and syntax. A few sentences which illustrate the rules and forms of grammar are contained in each lesson. For weeks these few sentences are the only reading materials which the course offers. After the pupil has studied a vast number of rules and forms, he is given a simple reading test. The standard-type practices employ this

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APPRAISALS OF NEWER PRACTICES IN LATIN TEACHING

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text to illustrate the grammar rules and forms which have previously been studied. Dictation and home written work are also important practices. Little or no effort is made to vitalize or enrich the pupil's experiences through a study of the language. The major aim of the course is to attain a mastery of the subject matter outlined in the syllabus for the course.

NEWER-TYPE PRACTICES OF TEACHING LATIN

In the Latin courses in the newer-type schools, elements of form and syntax evolve normally, naturally, and functionally from the pupil's wide and comprehensive reading, which is two to three times more than that of the pupils studying under standard-type practices. Before the pupils are given texts to read, however, oral Latin is practiced for two weeks. In these schools emphasis is placed on the pupils grasping the thought development in the Latin order. Vocabulary is acquired by constant reading rather than by the memorization of the lists of words.

In recent years some of the newer-type schools have successfully correlated the study of Latin with other curriculum subjects, such as English, social studies and modern foreign languages. The practice in these schools is to stress the cultural background of the language as well as the value of the study of Latin for complete command of the English language. All newer-type schools utilize realia, projects, plays, pageants, and various other means and activities to help vitalize and enrich the study of the language.

SUMMARY AND IMPLICATIONS

(Based upon tests given to pupils)

The scores of 125 pupils who had been taught Latin according to newer-type practices showed superiority in the tests of knowledge and skills in that language to an equal number of equated pupils who had received Latin instruction by standard methods. In teaching Latin the emphasis of the newer-type practices was on wide and varied reading activities to which grammar and syntax were related in a subordinate and functional manner.

The implications of the findings are several. First, a factual and objective basis is provided for the debates of the reactionary and experimental groups in Latin teaching, particularly with regard to outcomes in knowledge and skills. Second, the newer, or experimental, practices have established the fact that such innovations as vitalized language approach through English vocabulary, an emphasis upon collateral reading, upon reading Latin as Latin, the use of many easy Latin texts designed for reading, the functional study of grammar and employment of realia do not detract from scholarship in Latin. If anything, these practices enrich pupil achievement both in measurable and unmeasurable outcomes.

AN ADVENTURE

Friends of the classics who are interested in the work of THE SERVICE BUREAU and feel that it should not be discontinued for lack of funds, will undoubtedly sympathize with the Editor's attempt to receive an answer to the question, "Does advertising really pay enough to cover the cost of editing four extra pages and to compensate her to some extent for the extra work involved"? For several years certain business friends have been urging the step, feeling sure that the LATIN NOTES would profit financially from it. The argument was strengthened, they thought, by the fact that all other educational papers and magazines charged for advertisements, whereas THE SERVICE BUREAU, during the twelve years of its existence, had continued to announce in its bulletin and to display on its many tables not only books but any other material which might prove helpful, with no thought of financial aid from publishers. But what has led to this "adventure" is the desire to put in printed rather than mimeographed form some of the fine articles which are sent to us for publication, to bind the LATIN NOTES for the last three

years, and to secure enough money to pay postage for the dissemination of good material in the various states.

Only two issues of the NOTES have been offered for advertising space during the coming school year—October 1, 1935, and April 1, 1936. Publishers have responded very well so far.

AN OFFICIAL RETIRES

Due to heavy duties in connection with his position as head of the Department of Foreign Languages at New York University, Professor Rollin H. Tanner, who for many years has been Secretary-Treasurer of THE AMERICAN CLASSICAL LEAGUE, retired from his office at the last meeting of the Council. To fill this vacancy, Floyd A. Spencer, Professor of Greek at the Washington Square Branch of New York University, has been elected. His high standard of scholarship, shown in his book, *BEYOND DAMASCUS*, recently published in England and America, as well as in his professional work at the University and his deep interest in the LEAGUE and THE SERVICE BUREAU as sources of aid to the cause of the classics, promise much in the way of active assistance.

A LETTER SENT EARLY IN SEPTEMBER BY THE AMERICAN CLASSICAL LEAGUE TO TEACHERS WHO ARE NOT MEMBERS

Dear Friend of the Classics:

As a devoted teacher of Latin you are naturally a friend of the classics and of your own profession, which we all wish to see continue always with growing strength. Now, if ever, the classics need you as a true friend, for openly or covertly the forces that oppose the cultural element in the curriculum are more than ever before massing their power to attack. Therefore, as an alert and provident teacher of Latin you will see the wisdom of allying yourself at once with the AMERICAN CLASSICAL LEAGUE, the only organization of national scope which cares militantly for the cause of the classics, and which now has under way a broad program of attack and defense, extending through every reach of our national life. The LEAGUE is in no sense hostile to any sound and progressive feature of the curriculum. Nor does it propose to exploit Latin and Greek. On the contrary, we wish to unite all who are concerned to achieve good citizenship and fruitful community life by means of sound and constantly improved teaching methods everywhere in our profession.

Won't you answer this call to action? Won't you serve yourself and us by entering this campaign today and by sending us suggestions as to how we may be of most use in your own community?

Protection of your interests, however, is not the LEAGUE's only task. It exists primarily to cooperate with you in your teaching. For twelve years the LEAGUE has maintained a home away from home for friends of the classics and a national clearing house for the broadcasting of professional information, now settled in more than four thousand square feet of space at New York University. From this centre, which you are cordially invited to visit, all the LEAGUE's activities radiate along the lines of its widely known Classical Investigation. Here during twelve years the LEAGUE's SERVICE BUREAU, under the direction of Miss Frances E. Sabin, has gathered more than one thousand bulletins or other items of service and visual demonstration, slanted through expert advice to meet all your teaching needs. Our display includes fourteen tables of new books that appear from time to time, as well as charts, models, posters, lantern slides, and nearly three hundred files of material contributed by teachers all over the country. As a LEAGUE member you may in some cases borrow this ammunition, representing the combined resources of America's largest libraries and our best classical minds. In others you may acquire it for a nominal sum.

Rigid testing both by letter and by personal visit is the rule we apply each year to every item we stock and dispatch to you. In the past the LEAGUE's BUREAU has sent out more than one million bulletins and answers to queries from your colleagues in

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nearly every state and in twelve foreign countries. Annually more than three thousand teachers, pupils, parents, and friends of the classics, generally from a wide variety of districts, visit our clearing house. Whether by letter or by visit—you, like thousands of other teachers, may conciliate dissatisfied parents, stimulate exceptional students, and encourage laggards by making them see the relation between Latin and all really practical life. You may study the latest teaching methods, from class room procedure to club organization, play production, and modes of visual display. You may procure information regarding papers, programs, speakers, and positions available. Will you let us bring the best fruit of all this testing into your own class room by becoming a member of the LEAGUE?

No matter what your experience, you, and all of us, often have emergency questions, where delay might spell the difference between success and failure. Then, as a LEAGUE member, you may consult our Correspondence Department, which will send you a first-aid reply by return mail. It will also refer your queries demanding more leisurely research to our council of consulting specialists, including representatives of every major classical organization in the country, who thus put their experience at your call. This year, to our already large staff of consultants, we have added Miss Dorothy Latta of the Department of Classics, Washington Square College, New York University. Miss Latta will not only place her expert knowledge of bibliography and teaching methods at the disposal of our Correspondence Department, but will also organize the defence program of the classics throughout all the states. Further, the Cartographic Study, a group which has won national recognition for its artistic models and pictures of classical life, has now thrown its entire resources behind us.

In addition to all this, we offer you, for the dollar you are sending for LEAGUE membership, a year's subscription to LATIN NOTES, a periodical appearing eight times during the school session and devoted to the problems of high school teachers, as well as open to their contributions. How can we give you these privileges for a dollar? Only because New York University donates the space we occupy and because all officers of the LEAGUE and BUREAU serve without salary. What we do from year to year depends upon you, as our enterprise is unendowed and self-supporting. What we offer places your interests under our aegis, enables you to draw ammunition from our armory, furnishes you the equivalent of a series of alertness credits by referring your problems to nationally-known specialists, and lends you a medium for publicizing your own work.

Won't you send us today an account of your own experience which we may publish, and with it inclose your dollar for membership in the LEAGUE? We shall expect you as a friend in our common cause.

Sincerely yours,

F. A. SPENCER
Secretary-Treasurer

HOW SAVE LATIN?

Shall the teachers of Latin and lovers of the Classics stand idly by while the rapidly changing ideas of the meaning of education in the world of today are seemingly directed to the elimination of this study from the public schools and colleges of the country? Or, if we decide to enter the arena, can we hope for success by fighting alone or with small groups of friends as we seem to be doing at present? Why not frankly face the situation and unite our forces for the struggle? In other words, why not have the various Classical Associations of the country join in a coöperative effort to keep Latin and Greek in the courses of study for the youth of today? At present these Associations are holding meetings in different sections of the land, at which papers of academic interest predominate. Surely some plan could be worked out for a national committee made up of delegates from the various groups who could with some chance of success wield the thunderbolt evidently necessary for the salvation of what we know as the "humanities" in education.

AN ARGUMENT FOR PEACE

*Contributed by a member of the Senior Class in the
Western High School, Baltimore, Md.*

One of the greatest problems of the world today is that of World Peace. Statesmen the world over are arguing the question, *pro* and *con*. Yet two thousand years ago a Roman poet wrote what is probably the most stirring argument for peace ever set forth. I refer to the second book of Vergil's "Aeneid."

Troy was a beautiful city. The streets were lined with lofty temples, well-built business places, and lovely homes, while the magnificent palace of Priam lent distinction to the city. The people went happily and peaceably about their affairs, little suspecting the disaster which was to overtake them and their fair city.

For Paris, one of the sons of Priam, visited Greece. While he was there he fell madly in love with Helen, wife of the king of Sparta, and carried her off to Troy. To exact punishment for this act, the Greek forces sailed against Troy. After a siege of ten years they finally gained entrance to the city through trickery, and destroyed it in one night. It is this last night of Troy which Vergil pictures in his second book.

The first argument which Vergil presents is the triviality of war. Troy fell because a woman was stolen from Sparta, but have not wars since been fought for causes just as unimportant?

Vergil also brings out the point that war destroys men's honorable qualities. There is a saying, "All is fair in love and war." This is indeed true, for men will not, in times of peace, send spies to obtain illicit information or to accomplish treacherous acts. It is only in time of war that men so degrade themselves. Vergil shows us men, maddened by war, slaughtering their fellow-men for the sport of it. He rightly likens them to wolves, who, maddened by their hunger, are driven on to blind killing. War seems to destroy all of men's sense of human sympathy. After Pyrrhus had killed Priam's son before his father's eyes and even before an altar, he killed Priam himself, dragging him through the blood of his son.

Vergil also speaks of the futility of war. Aeneas, telling of the battle, says sorrowfully, "nec sat rationis in armis"—"and there is no sufficient justification for war." I think that almost everyone today realizes the futility of war. But shall we apply our principles?—that is the question.

Vergil pictures vividly the horrors of war. He shows us the Trojans frenziedly, yet fruitlessly, defending their homes, while the women, seeing the destruction of all that they have held dear, fill the night with their lamenting shrieks.

I think that the most important argument against war is its useless destruction of life and property. In every war the flower of the world's youth is mowed down. Only the perfect men are sent to war. Those with physical defects and the moral cowards are left at home to manage affairs. Is it any wonder that after a war every country goes through a period of depression and economic turmoil?

Perhaps if those who are striving to solve the problems of World Peace would read "The Aeneid," they, too, would be stirred by its impassioned appeal to the senses, and would themselves realize the advantages of Peace over War.

DOROTHY REED

A SUGGESTION TO MEMBERS OF THE HORATIAN CRUISE

Recalling the generosity of returning Vergilian Cruise members, the Director of THE SERVICE BUREAU asks the Horatian travelers for copies of such photographs taken at the various stops on the trip as will appeal to classical teachers in Junior and Senior High Schools. None of these contributions will be printed without the name of the donor.

ANNOUNCEMENTS

THE AMERICAN CLASSICAL LEAGUE announces a meeting to be held on Saturday morning, November 30, at Atlantic City in connection with the program of the Middle States Association of Colleges and Secondary Schools. It will be concerned with questions of teaching Latin under the conditions that prevail today. A round table discussion will provide an opportunity for short speeches on the "functional approach" in the new type of College Entrance Examination. The program will be printed in the November issue of *LATIN NOTES*.

Mr. A. Bruderhausen, dealer in classical models, maps, and pictures, has changed his address to 134 Elm Avenue, Mt. Vernon, New York. Readers may like to know that the large colored chart entitled *THE ROMAN WALL*, formerly sold by Longmans, Green and Co., may now be obtained from Mr. Bruderhausen for \$1.50.

Some classical music entitled *HYMN TO APOLLO*, the words for which were translated by F. Abdy Williams, may be obtained from the H. W. Gray Company, 159 E. 48th St., New York City.

Professor E. K. Rand of Harvard University writes that a delightful volume by *H. Daruley Naylor*, entitled *THREE HUNDRED AND SIXTY-FIVE SHORT QUOTATIONS FROM HORACE WITH MODERN TITLES AND VARIED METRICAL VERSIONS IN ENGLISH* was published by the High House Press at Shaftesbury in 1935. Perhaps this may be helpful to teachers during the weeks which precede the birthday of the Roman poet.

Father John G. Hacker, S.J. has sent to THE SERVICE BUREAU for distribution a large package of his four musical settings of Horatian Odes. Copies will be sent out for 5 cents, plus postage.

Mrs. Edith Wright who for many years has been publishing games for young Latin pupils dealing with forms and syntax, writes that any one of these may now be bought for 25 cents. *THE SERVICE BUREAU* mimeograph 339 contains a list made out some years ago. For further information, address Mrs. Wright at Appleton, Wisconsin.

The Committee on Plays and Pageants for the Horatian Celebration takes pleasure in announcing that the one hundred dollar prize offered for the best play submitted in the Horatian Playwriting Contest has been awarded by unanimous vote of the jurors to *A FRIEND OF MAECENAS*, by *Allen E. Woodall*, of Seton Hall College, South Orange, New Jersey. The play may be purchased from the author or from *THE SERVICE BUREAU FOR CLASSICAL TEACHERS*, 51 West Fourth St., New York City, for 35c a copy. First honorable mention went to *THE FREEDMAN'S SON*, by *Margaret K. Moore*, 856 West State St., Jacksonville, Ill.; second honorable mention went to *IN LATER PRAISE*, by *Josephine Austin*, 665 Kalamazoo St., South Haven, Michigan. Other plays given honorable mention were: *EXEGI MONUMENTUM*, by *John T. Parpal*; *CONVERSATION PIECE*, by *Charles C. Mierow*; and *ONE NIGHT OF LOVES*, by *Judith Cargill*. The jurors were Prof. F. S. Dunn, University of Oregon; Prof. James Stinchcomb, University of Pittsburgh; and Payson S. Wild, Chicago, Ill.

LILLIAN B. LAWLER, *Chairman*

BOOKS

CICERO: A STUDY, written by *C. C. Richards*, may be secured from Houghton, Mifflin Company, Boston. Price, \$3.00.

ROME AND THE WORLD TODAY, by *Herbert Hadley*, is published by G. P. Putnam's Sons, New York. Price, \$2.50.

The book entitled *BEYOND DAMASCUS—A Biography of Paul, the Tarsian*, by *Professor Floyd A. Spencer*, was published in London by Frederick Muller and in America by Harpers. It sells for \$3.00. Reviews of this volume have been highly satisfactory.

A TRIBUTE FROM A BRILLIANT MIND

Further testimony to the value of Latin was given this month by no less an authority than Professor Albert Einstein. In a conversation with Dr. Harry Alan Cohen of the Norwich Free Academy of Norwich, Conn., on Friday, August 30th (a summary of which appeared in the *Norwich Bulletin* of August 31st), the man considered to have the greatest mind in the world today emphasized the importance of learning another language, especially for the purpose of training in the habit of exact thinking. "Latin," he said, "is superior to any modern language for developing the power of thinking."

SERVICE BUREAU MATERIAL AVAILABLE

This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for 5 cents each, unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS and BULLETINS, are not sent out as loans but must be purchased at the prices indicated. The material has been listed in Leaflets published at the end of each school year, and containing a summary of items which have been announced in the LATIN NOTES for the year. But a catalogue containing a list of all of the items in classified form is now at hand. Price, 15 cents; 20 cents, postpaid.

I. In Mimeographed Form

(Numbering is continued from the May issue.)

517. One Roman Who Never Grows Old—a lecture on Horace. By *Professor Horace W. Wright*, Lehigh University, Bethlehem, Pa. Price, 10 cents.
518. Reorientation in the Latin Course. By *Mildred Dean*, Roosevelt High School, Washington, D. C.
519. Mottoes for Latin Clubs and Classes. By *Esther C. Schwenher*, St. Genevieve of the Pines, Asheville, N. C.
520. Anecdotes reported from Latin classes in a large city high school, designed to illustrate characteristics of successful classrooms.
521. Suggestions for Teaching the Latin Derivation of Ten Words in Each of Twenty School Subjects. By *Harriet Echternach*, Township High School, Sterling, Ill. Price, 10 cents.

II. Latin Notes Supplements

Fifty-one Supplements are ready for circulation. For titles and prices, see the *CATALOGUE* of *SERVICE BUREAU* material, now obtainable for 15 cents at the Bureau or for 20 cents, postpaid.

III. Bulletins

Bulletins I, II, and III are out of print. For a list of the others, see the *CATALOGUE*.

Those who have the *CATALOGUE* should copy on the blank pages at the end the numbers and titles of the mimeographs (beginning with 501) which have appeared since the publication of the *CATALOGUE*. *THE BUREAU* may be able later to send out a printed list for this purpose.

A REQUEST

Kindly send to *THE CLASSICAL LEAGUE* criticisms of the classics as they appear in print with source indicated. An attempt to answer them will be made.